

Unit Cover Page

Unit Title: Influences on Health Grade Level(s): 9th - diploma

Subject/Topic Area(s): Health

Key Words: Health, media, culture, family, peers, technology

Designed By: Rachel Lamblin Time Frame: 12 (80 minutes)

School District: _____ School: _____

Brief Summary of Unit (including curricular context and unit goals):

Influences on our health and the health of our friends, families, and people worldwide are everywhere. We are influenced from the moment we wake up and brush our teeth like our parents taught us, when we see an appealing commercial for a sugary cereal, and when our friends help us decide between pizza and a salad at lunchtime. This unit will teach you not only how to live a healthier life, but also how to avoid influences that have a negative impact on your health and how to be a positive influence on the health of you friends and families. By the end of this unit, you should be able to identify these influences on a daily basis and understand the role they have on your health.

Unit design status: ☐ completed Template pages - Stage 1, 2, and 3

☐ completed Blueprint for each performance task ☐ completed rubric(s)

☐ directions to students & teachers ☐ materials & resources listed

☐ suggested accommodations ☐ suggested extensions

Status: ☐ initial draft (date - _____) ☐ revised draft (date - _____)

☐ peer reviewed ☐ content reviewed ☐ field tested ☐ validated ☐ anchored

Stage 1: Identify Desired Results.

Established Goals:

Maine Learning Results: Health Education and Physical Education D. Influences on Health

D. Influences on Health

D1. Influences on Health Practices and Behavior

Grades 9-diploma

Students analyze and evaluate influences on health and health behaviors

G

What understandings are desired?

Students will understand that:

- *Health is affected by many factors, such as peers, family, culture, and the media.*
- *These factors can have both positive and negative effects.*
- *Their own personal view of health is heavily influenced by these outside controls*

U

What essential questions will be considered?

- *Why do these factors have both positive and negative influences on themselves and others?*
- *How can these factors influence their personal view of health?*
- *How do these factors impact health in general?*

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

- *Terminology: Culture, obesity, calorie, health care, sexually transmitted infection (STI)*
- *Factual Information: Media, peers, family, culture, religion, government, location*
- *Critical Detail: Nutrition labels, marketing/advertising, rates, U.S. health care system*

K

Students will be able to:

- *Express how each factor influences their personal view of health.*
- *Evaluate the positive and negative effects that their peers have on their health.*
- *Decide ways that culture influences their own health.*
- *Compare the factors and decide which have the most and least amount of influence on their health.*
- *Consider how the media affects their personal view of health.*
- *Recognize the influence that family has on their health.*


S

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):
Goal: *Create a three to five-minute news broadcast encouraging T.V. viewers to live healthier lives*
Role: *A team of famous chefs, athletes, and/or athletic trainers competing for the job*
Audience: *A panel comprised of health experts from the United States Department of Agriculture and executive producers for ABC television*
Situation: *The United States Department of Agriculture is concerned about the general decline of people's health in America. They want to air a hour-long news broadcast with the purpose of improving health in two main areas: exercise and nutrition. Teams need to create a three to five-minute mini broadcast highlighting all the main information. This broadcast also has to include how family, peers, and culture affects these two areas.*
Product/Presentation: *An informative news broadcast created with iMovie*
Standards (Criteria from both rubrics - product and presentation):
Product: *Will be judged on Knowledge and Research (25%), Concept (20%), Use of iMovie (25%), Storyboard and Planning (15%), Clarity (5%), and Creativity (10%).*
Presentation: *Will be judged on Concept (15%), Preparation (35%), Clarity (5%), Interest and Enthusiasm (20%), Teamwork (20%), and Eye Contact (5%).*

Complete a Performance Task Blueprint for each task (next page).



Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

Blog: *Students will keep a blog about influences on their health throughout the unit to encourage them to find examples of these influences in their own lives.*
Wikispace: *In small groups, students will research the affects of a specific culture on health and post to a class wiki along with information on how this influence is relevant to their own lives.*
Microsoft Word: *Students will create a brochure for parents with techniques on instilling positive health habits in their children.*
Comic life: *Students will use comic life to create a 5-10 page comic about their personal view of health at the beginning of the unit and illustrate how it has changed (or stayed the same) by the end of the unit. Must include specific examples of how each influence on health does (or does not) influence them.*
Web cam: *Students create a 30 second commercial selling a health product (real or imaginary) that aims at improving one aspect of health in a big way. Commercial must be very convincing.*
Glogster: *Students create a poster illustrating the affects that their peers have on their health. They must clearly differentiate between positive and negative influences.*

Student Self-Assessment and Reflection:

Blog: *Students will reflect on various factors that influence their health from day to day and blog about these on a regular basis throughout the unit.*
Pre-assessment: *Students will fill out a KWL chart on this unit. At the beginning, they will write down what they know about influences on health and what they want to know. At the end of the unit, they will add what they learned about health influences.*
Self Assessment: *Students will use the same rubrics used to score their web quest projects to score their own work.*

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

G

Health is affected by many factors, such as peers, family, culture, and the media.

*D. Influences on Health
D1. Influences on Health
Practices/Behaviors*

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Influences on Health

How these influences affect our own health and the health of others

Through what authentic performance task will students demonstrate understanding?

Task Description:

The United States Department of Agriculture is becoming more and more concerned with the state of health in the United States. Knowing the influence that media has on health, board members decide to team up with ABC television to put out a special news broadcast with the purpose of improving health in two main areas: exercise and nutrition. In order to reach as many people as possible, ABC executive producers suggest that this news special would be far more effective if the main reporters were a team of famous chefs, athletes, and fitness experts. Because there is so much interest among these three groups, ABC decides to turn the whole project into a contest. Teams of three must present a 5 minute video to a panel of board members from the United States Department of Agriculture and executive producers from ABC television that encourages people eat better and based on family, cultural, and peer influences.

T

What student products/performances will provide evidence of desired understandings?

iMovie News Broadcast

Presentation

By what criteria will student products/performances be evaluated?

- Knowledge/Research (25%)
- Concept (20%)
- Use of iMovie (25%)
- Storyboard and Planning (15%)
- Clarity (5%)
- Creativity (10%)

- Concept (15%)
- Preparation (35%)
- Clarity (5%)
- Interest/Enthusiasm (20%)
- Teamwork (20%)
- Eye Contact (5%)



Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

1. Students will understand how each main influence on health has shaped their own view of health (**WHERE**). Students will be able to apply these concepts to their own lives to improve their health (**WHY**). Students analyze and evaluate influences on health and health behaviors (**WHAT**).

2. Small groups will brainstorm specific ways that their health is influenced on a daily basis by thinking of personal experiences. All ideas will then be shared out loud and I will write them on the board (**HOOK**).

3. Students will know how each main factor affects health (**EQUIP**). Students will fill out the "know" and "want to know" sections of the KWL chart (**EXPLORE**). Students will brainstorm influences that affect health in small groups (**EXPERIENCE**).

4. Students will rethink their personal view of health (**RETHINK**). Students will revise their ideas and opinions about health in a personal blog (**REVISE**).

5. Students evaluate their own blogs to determine how any or all of the factors influence their own health (**EVALUATE**).

6. (**TAILOR**)

Verbal: Students will brainstorm influences on health out loud in small groups and then with the class.

Interpersonal: Students, in small groups, will discuss influences and share them with the class.

Visual: The influences that students brainstormed will be written on separate pieces of paper in big, eye-catching letters.

Logical: Using the brainstormed list, students will put tallies next to each factor that they can relate to.

Kinesthetic: Students will get up and move around the room to write their tallies down.

Intrapersonal: Students will self-reflect on their blogs.

7. Students will be able to describe how each main influence on health affects their own life and the lives of people around them. Product: blog (**ORGANIZE**).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



8. Students will understand how the media has both positive and negative affects on their own health and the health of others (**WHERE**). Students should be able to recognize and identify influences of the media in their own lives (**WHY**). Students analyze and evaluate influences on health and health behaviors (**WHAT**).

9. Students will view video clips of commercials that demonstrate the strong influence that the media has on their lives (**HOOK**).

10. Students will know the influences that the media has on their health and their lives (**EQUIP**). Students will find four advertisements in magazines and list them at the top of the four-column chart (**EXPLORE**). Students will work together in small groups to find advertisements in magazines that have a positive or negative influence. They will then identify the pieces of the advertisements that make them influential (**EXPERIENCE**).

11. Students will rethink the role of the media in their lives (**RETHINK**). Students will blog about how the media influences their lives and how they can avoid negative influence (**REVISE**).

12. Students will demonstrate what they have learned about the influence of the media by creating a 30 second commercial that has either a positive or a negative influence on health (**EVALUATE**).

13. (**TAILOR**)

Visual: Students will view clips of commercials at the beginning of the lesson.

Musical: Students will listen to clips of advertising jingles in class.

Linguistic: Students will have to write an enticing script for their commercial and deliver it on camera in a convincing way.

Logical: Students will use what they have learned about media influence to create a convincing commercial.

Interpersonal: Students will work together to create their commercials and analyze magazine advertisements.

Intrapersonal: Students will reflect on the influence that the media has on their health and blog about it.

14. Students will be able to recognize the positive and negative affects of the media and use this information to improve their health. Product: A convincing commercial selling a real or made-up product that has a strong positive or negative influence on health (**ORGANIZE**).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

15. Students will understand how their peers have positive and negative effects on their health (WHERE). Students should use this information to be a positive influence on the health of their peers (WHY). Students analyze and evaluate influences on health and health behaviors (WHAT).

16. Each student must find and document two real-life examples, one positive, one negative, of how their peers influence their own health and share with the class (HOOK).

17. Students will know how to avoid negative influences from their peers (EQUIP). The two examples of peer influences will be recorded on a t-chart (EXPLORE). Students will work in small groups to create a poster illustrating examples of peer of peer influences (EXPERIENCE).

18. Students will rethink the way that they influence the health of their peers (RETHINK). Students will blog about how their peers influences their health and how they can avoid negative influences (REVISE).

19. Students will present their posters to the class, explain the influences, and justify why they included them on the poster (EVALUATE).

20. (TAILOR)

Naturalist: Depending on the weather, students can look for examples of their peers influencing the health of others outdoors.

Visual: Students will create posters than are visual representations of peer influences on heath.

Kinesthetic: Students can find examples of peer influences on health while walking around school.

Logical: Students must reason and identify which influences are positive and which are negative.

Linguistic: Students must share the peer influences they found in front of the class.

Interpersonal: Students must work together and combine ideas to create a poster illustrating peer influences.

21. Students will be able to discern the difference between positive and negative peer influences and also understand how to be a positive influence on their peers. Product: Students will create a poster identifying examples of positive and negative peer influences (ORGANIZE).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



22. Students understand that a person's culture or background can influence their health (WHERE). Students will analyze different cultures to determine their influence on health (WHY). Students analyze and evaluate influences on health and health behaviors (WHAT).

23. Students will watch a 3-minute video about the French Paradox http://www.cbs.com/thunder/player/tv/index_prod.php?partner=tvcom&pid=GgLMwBTXpunhx5jV_nBOA_T_YgOrHqr (HOOK).

24. Students will understand how culture can affect a person's opinion on health (EQUIP). Students will be given a t-chart and a culture to research. Common foods, diets, and health-related habits of the assigned country will be researched and written on the right side of the chart. Their affect on health will be written on the left (EXPLORE). Students will work together to create an interactive wikispace about the influence of cultures on health (EXPERIENCE).

25. Students will rethink how they view other cultures (RETHINK).

26. Students will be evaluated over the information in their t-chart and their blog responses (EVALUATE).

27. (TAILOR)

Logical: Students will plan out the information for the wiki page on their specific culture.

Visual: Students will watch a movie and create a brochure.

Kinesthetic: Students will learn how to play games that are popular in other cultures.

Natural: Students will get to try foods from other cultures.

Musical: Students will listen to music from other cultures.

Intrapersonal: Students will blog about how different cultures affect their health specifically.

28. Students will gain an understanding about different cultures. Product: Students will create an interactive wikispace to teach each other about how different cultures influence health (ORGANIZE).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



29. Students will understand how their families influence their health (**WHERE**). Students will examine the ways that their families influence their personal health (**WHY**). Students analyze and evaluate influences on health and health behaviors (**WHAT**).

30. Students will take an online quiz about family health <http://www.cdc.gov/family/parentquiz/index.htm> (**HOOK**).

31. Students will understand how their family's choices affect their own health (**EQUIP**). Students will brainstorm negative ways that families influence health and write them on the left hand side of a problem/solution chart. On the right side, they will brainstorm solutions to improve health (**EXPLORE**). Students will work together in small groups to create a healthy families brochure (**EXPERIENCE**).

32. Students will research family health on the website for the Center for Disease Control and Prevention to gain a deeper understanding on how families influence health (**RETHINK**). Students will use this research to create a brochure for families (**REFINE**).

33. Students will be evaluated on their blog entries concerning their own family's health and their completed brochures (**EVALUATE**).

34. (**TAILOR**)

Kinesthetic: Students will act out ways that families can influence health.

Visual: Students take an on-line quiz

Logical: Groups map out their healthy families brochures to determine what suggestions and information is the most necessary.

Interpersonal: Students will work in small groups to create a brochure.

Linguistic: Students could interview family members about how they feel about their own health and ways they might influence the health of their family members.

Intrapersonal: Students will rate their brochure and their contribution to the group using a rubric and rate the other brochures using the rubric as well.

35. Students will understand how to have a positive influence on their family's health. Product: Students will create a tri-fold brochure that includes techniques for families to improve their health (**ORGANIZE**).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

36. Students will understand how much or how little each influence affects their lives. (WHERE). Students will use the information they have learned about influences on health to determine which have the most and least affect on their health (WHY). Students analyze and evaluate influences on health and health behaviors (WHAT).

37. Students will view examples of the comic life project they will create at the end of the lesson (HOOK).

38. Students will be able to find examples of these influences in their own life (EQUIP). Students will fill in the 'learned' section of the KWL chart (EXPLORE). Students will compare and discuss KWL charts (EXPERIENCE).

39. Students will use what they have learned to change the way that they view health (RETHINK). Students' in-dept understanding will be visible in their comic (REFINE).

40. Students will be evaluated over their completed comic, their final blog entries, and their final project. (EVALUATE).

41. (TAILOR)

Kinesthetic: Students will create a comic explaining their own view of health and how it has changed after this unit.

Visual: Students will view examples of comics at the beginning of the lesson.

Logical: Students must plan out their comic.

Interpersonal: Students will present their finished comics to the class.

Linguistic: Students can discuss their new view of health with their peers to help them with their comics.

Intrapersonal: Students must think about their view of health and how it has changed for the comic life project.

42. Students will understand how to improve their own health and avoid negative influences on their health. Product: A comic detailing their view of health and how it has or has not changed during the unit (ORGANIZE).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



Friday	5 16. Peer influences (H) 17. T-chart and poster (E) 18. Blog (R) 19, 21. Present posters (E)	2	10		15	
Thursday	4		9 30. Health quiz (H) 31. Problem/solution chart, brochure (E) 32, 34. Family health research, brochure (R) 33. Blog (E)	2	14	
Wednesday	3 9. Video clip (H) 10. Magazine activity (E) 11. Blog (R) 12, 14. Commercial project (E) (O)	2	8		13	
Tuesday	2		7 23. French Paradox video (H) 24. Culture T-chart, wikispace project (E) 25. Blog (R) 26, 28. Wikispace (E) (O)	2	12	
Monday	1 2. Brainstorm (H) 3. KWL chart (E) 4, 7. Blog (K)	1	6		11 37. Comic life examples (H) 38. KWL chart, discussion (E) 39. Comic life (R) 40. Web quest (E) 42. Comic life presentation (O)	3